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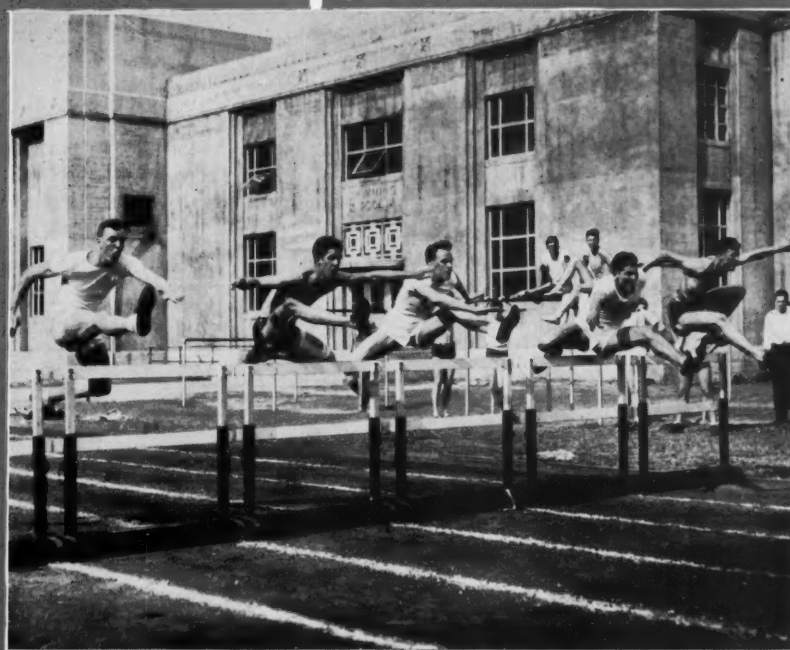


VOL. VI

A Magazine for Coaches, Players, Officials and Fans

NO. 9

May, 1944
15c



Fundamentals of Hurdling

Norris Dean

Fitness in Relation to War

Dr. Harry A. Scott

Batting Fundamentals

John W. Coombs

Southern Schools

Warren Easton Boys' High School

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Southern COACH & ATHLETE

A Magazine for Coaches, Players, Officials and Fans



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EDITOR & PUBLISHER

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Volume VI

MAY, 1944

Number 9

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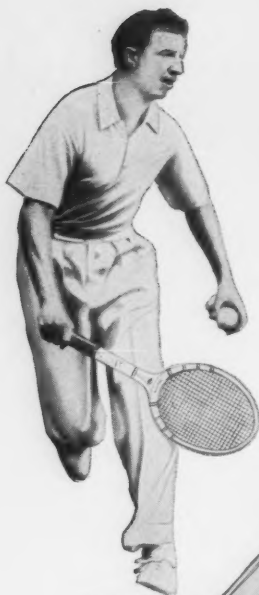
SOUTHERN COACH & ATHLETE, a magazine devoted to sports, is published monthly except June, July and August, as the official publication of the Georgia Athletic Coaches Association, the Georgia Football Officials Association, the Florida Athletic Coaches Association, the South Carolina High School League, the Southern Collegiate Basketball Officials Association, Southern Football Officials Association, the Alabama High School Coaches Association, the Louisiana High School Coaches Association, and the Mid-South Association of Private Schools. Material appearing in this magazine may be reprinted provided that credit is given to SOUTHERN COACH & ATHLETE.

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LOOKIT, GANG, A BASEBALL OUTFIT — NOW ALL WE GOTTA DO IS CLEAR OURSELVES A DIAMOND AND WE'LL SHOW THOSE MARINES HOW THE NATIONAL GAME IS PLAYED

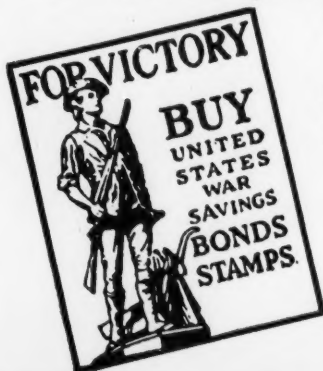
Excerpts from a letter written by Sgt. W. H. (Izzy) Smith, a Goldsmith salesman, now with the armed forces in New Guinea to R. W. Scallan, Sales Manager of The P. Goldsmith Sons, Inc.

Dear Dick:

Remember my writing you about the baseball diamond we cleared out of the jungle in New Guinea? In four days we were playing on it and at present it is almost as good as the diamonds back home. . . . There were so many teams that it (the field) was limited to battalion teams only with a time limit of one hour and a half per game. By the way, we played with the favorite ball of the soldiers here in New Guinea, the good old Goldsmith Official League No. 97. . . . It is hard to estimate the value of this field. It is worth ten times the man hours it took to build it. . . . It has boosted the morale one hundred per cent. Night softball, touch ball and track meets are also on the program for the future. . . . This is a mighty good spot to come to rest up for the second half of the game with the Japs in the near future.

(Signed) IZZY

Remember, if athletic equipment is not available to you, it is doing double duty on the home front, the high seas and every far-flung outpost of the world.





The principal of Warren Easton, HENRY M. VOSBEIN, former athlete and faculty member, who is carrying on an enviable record of school sports.

Southern

WARREN EASTON

New Orleans,

By EDWIN A. LELAND

IN the heart of picturesque New Orleans stands the Warren Easton Boys' High School, a pioneer in the education of young Southerners. Although its present site has been occupied only since 1913, the history of the school really begins in the middle of the Nineteenth Century, when a handful of students with starched collars and flowing cravats wrote their numbers and letters on slate blackboards in an old frame building on Calliope Street.

Professor Frank W. Gregory was principal then, and in a day generally rock-ribbed with conservatism, he anticipated many of the newer ideas about education. In 1904, he recommended that "provision be made to give consideration to individual peculiarities and tastes, by allowing pupils to elect freely from such studies as we are able to offer

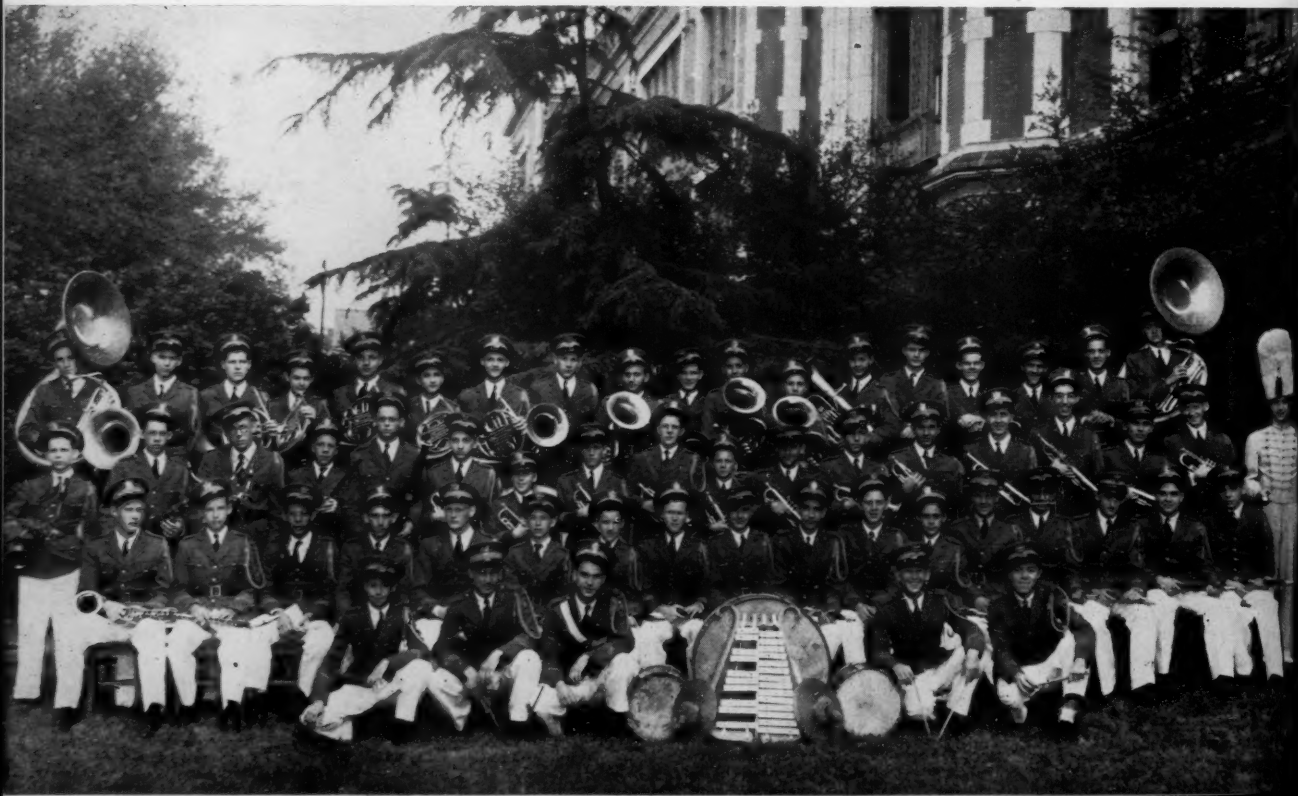
them, those that seem to them best suited to the work they have in view."

In recommending that a department of speech be initiated at Easton in 1902, Professor Gregory envisaged this subject not as a device to make public orators, but "to teach the art of expression to our boys that are bound to become influential citizens of our state." When in 1907 the school board acted upon his suggestion, he asked that pupils be graded as to "genuine thinking, freedom and control of body, simplicity and naturalness."

A gymnasium was equipped in 1903, not for the exclusive training of a few athletes, but to map out a course for each student "to detect his weak spots, and to prescribe a remedial course of training."

A new building named after the superintendent

Warren Easton Senior Band



Schools

BOYS' HIGH SCHOOL

Louisiana

The Superintendent of New Orleans Public Schools, AUGUSTE J. TETE, former faculty member of Warren Easton, who is presently engaged in directing an educational program for over 64,000 pupils.



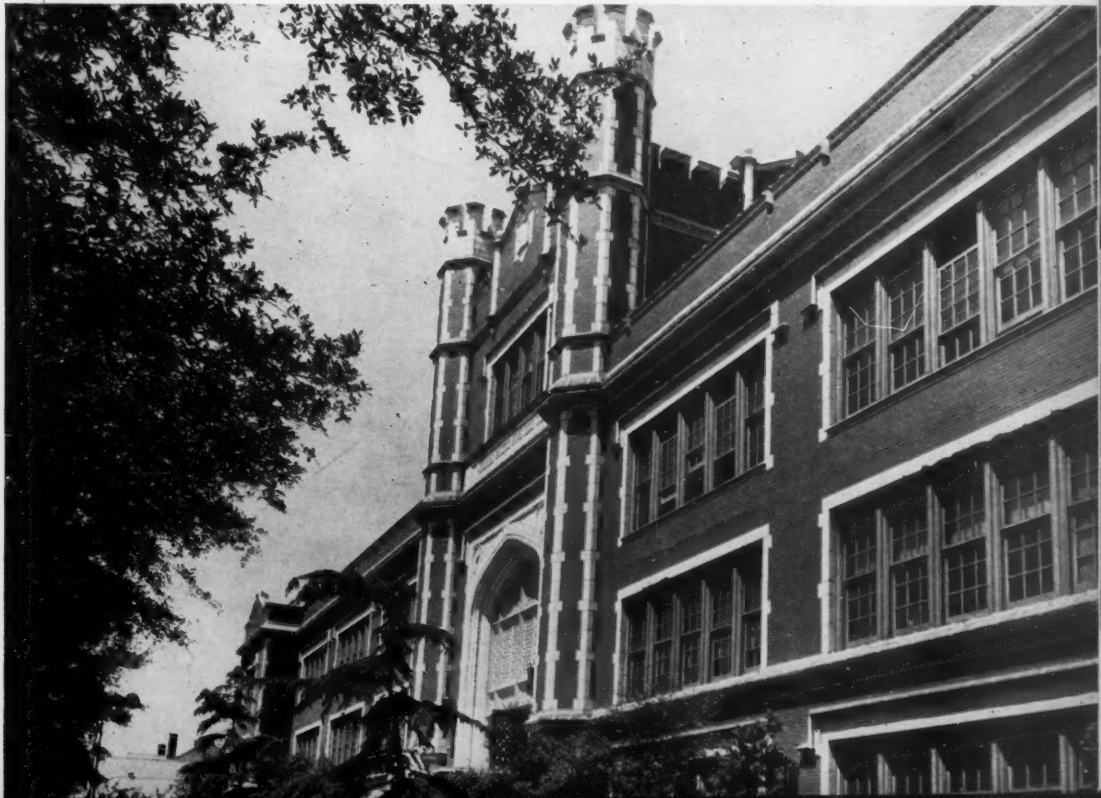
of city schools, Warren Easton, opened for its first session on September 24, 1913, to house the rapidly increasing flow of students. Professor Gregory remained as principal of Easton until his retirement in 1932, after serving 47 years in the public schools of New Orleans as teacher and principal. F. Gordon Eberle, himself an alumnus of the old Boys' School and a graduate of Tulane University, became the next principal. For the next eleven years Mr. Eberle directed the destinies of the school. Last year he was promoted to assistant superintendent in the administration building, where he is now directing the financial activities of the entire school system.

The present principal of Warren Easton, Henry M. Vosbein, is a young man who has brought with

(Continued on page 31)



Dramatic Society—All-male cast (feminine characters played by boys) dramatic production, 1943. Warren Easton Boys' High School featuring Dan Kirschenheuter, Tulane University Freshman Football sensation, and Herve Racivitch, Tulane University Freshman Honor Man.



Warren Easton High School Building



Warren Easton 1943 Football Squad

Athletics at Warren Easton

By HAP GLAUDI

THE athletic tradition of Warren Easton rivals its position as one of Louisiana's foremost educational institutions.

Once Warren Easton, then known as Boys' High School, was the scourge of Prep and College teams in Louisiana. Its 1912 and '13 basketball teams were composed of the finest hardwood performers to ever compete in the Prep League. These Eagle cagers established their school as the king in schoolboy competition by sweeping to both the city and

state championships, with but the loss of a single game in two years—and that to Tulane University, which managed to record a single "upset" victory over the Eastonites in a four-game series. The Easton teams of the gridiron, track and field and baseball diamond of that period, were equally potent.

Since those history-making days, Warren Easton has continued its brilliant accomplishments in the field of athletics, despite the fact that in recent years new public prep

schools have cut deeply into Easton's supply of youthful talent.

Principal reason for Warren Easton's success in athletics is the presence of outstanding tutors in its physical education department. There is no high school in Louisiana which can dispute Warren Easton's proud claim to the best balanced and finest coaching staff in the state today.

Heading the Easton coaching staff is Johnny Brechtel, President of the Louisiana High School Coaches' Association and brilliant football leader, who has compiled an amazing record in Louisiana's fast prep competition. Brechtel, a graduate of Jefferson College (La.), began coaching at Warren Easton in 1935 after serving three years at Behrman High in Algiers, La. His Easton teams have played 80 games, winning 62, losing 13 and tying 5. He has won four city championships for Easton and captured a State title with his greatest team in 1943.

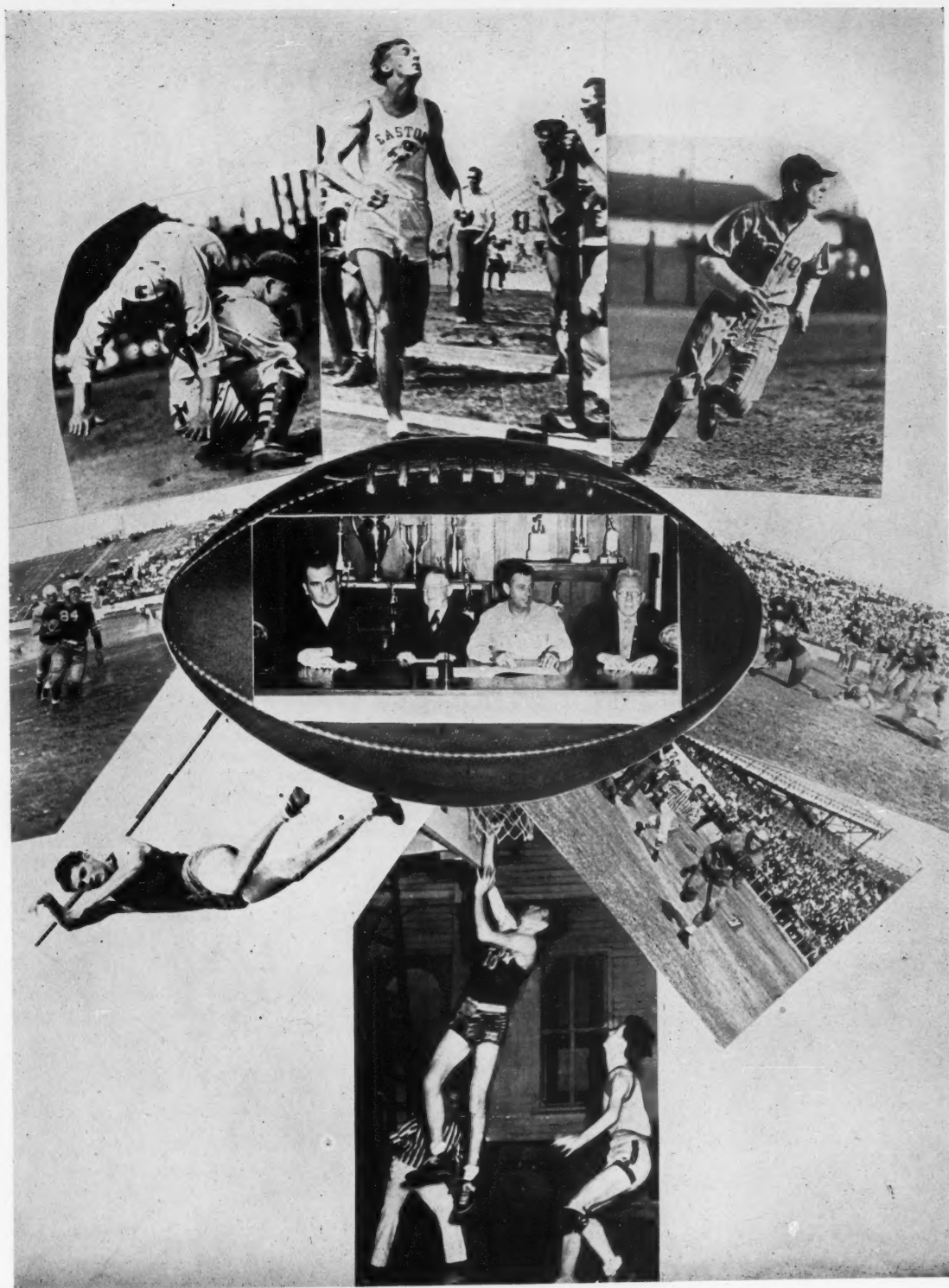
Matt Ballatin is Easton's line coach and chief assistant to Brechtel. Ballatin was a former grid star at Loyola of the South and has turned in a splendid job with the Eagle forwards since joining Brechtel.

(Continued on page 25)



WARREN EASTON'S FIRST REPRESENTATIVE FOOTBALL TEAM.

Front row: Krumbahr, Laurence, Michel. Second row: Moss, Balentine, Gilmore, Richardson, Fuchs, Graham. Back row: Therens, Dr. Gelpke, Menge, Shepperd, Eddy.



Random shots of sports activities at Warren Easton. Shown in center are Coaches Matt Ballentine, Jack Dowling, Johnny Brechtel and George Ziegler.

SOME ASPECTS OF FITNESS IN RELATION TO THE WAR EFFORT

By HARRY A. SCOTT, Ph.D.
The Rice Institute, Houston, Texas

THERE has been much said and written about the subject of fitness during the war, and it is evident that the topic will continue to be discussed at length for the remainder of the war period and in the years which follow. It is likewise apparent that there are almost as many concepts of fitness as there are persons who write or speak on the subject. This being true, no great harm will be done if one more writer puts in his oar. Perhaps we in the field of health and physical education, because of our particular interest in the physical, tend to think of fitness only in terms of *physical* fitness. To the writer, this seems to be a faulty and somewhat dangerous practice, because for many years educators and scientists have been denouncing the dual concept of the human organism. There is every evidence to show that the body is a unit; an interacting, interdependent, integrating organism. If this is true, then in order to be consistent, the individual can possess no considerable amount of *physical* fitness per se unless he has also a relatively high degree of *total* fitness. That is to say, there is no such thing as "physical fitness," or "emotional fitness," or "mental fitness" existing alone to be turned on or off at the will of the individual.

A state of *total* fitness is arrived at by careful attention to all of the details of fine living. Positive action on the part of the individual is implied in the process. Within the limits set by inheritance, age, sex, and state of health, one may be said to be totally fit to the degree that he is able effectively to meet the demands of life as these variables fluctuate from day to day. In addition to the variables just mentioned, the precise degree of fitness one may attain depends upon the level of his aspirations in relation to this objective, coupled with the knowledges and skills necessary to acquire it. The intensity of one's aspirations are governed at least in part by external forces which stimulate the individual to greater action. In times of peace, therefore, fitness is one thing; in times of war it is another. Normally, however, fitness involves proper health appraisal and removal



Harry A. Scott, Ph.D., is Professor of Physical Education at The Rice Institute, Houston, Tex. Before coming to Rice, he was Director of the Department of Physical Education for Men at University of Oregon. He was Professor of Physical Education, Summer Session, Columbia University, 1923-1942.

of remedial defects, proper nutritional practices, proper attention to rest and relaxation, proper attention to play and recreation, proper attention to physical exercise, proper attention to work and gainful employment, and proper state of mind.

It is apparent, therefore, that the problem of acquiring *total* fitness is an exceedingly complex one which involves all aspects of living. Since space will not permit a discussion of all aspects of fitness, the following discussion will therefore be directed at the *physical* aspect of total fitness. The limitations of physical fitness are determined and modified by inheritance. However, daily living practices may develop and otherwise influence fitness within these limitations. Suitable work, adequate nutrition, exercise, rest, relaxation, avoidance of excesses, and the use of preventive and therapeutic medical services are all important in attaining and maintaining physical fitness. Sedentary habits of living have tended to soften and weaken modern

man to the extent that in times of disaster or war, when sudden and unusual demands are placed upon him, he finds himself unable to respond. Thus the possession of physical strength, agility, and endurance may enable the individual or group to survive, while the lack thereof may result in the opposite outcome.

In all exercises designed to increase strength and endurance, the large fundamental muscles of the trunk, arms and legs must be employed. Organic health results from the vigorous use of these muscle groups. In fact, it is the only way that organic health can come about. On the contrary, a use of the accessory muscle groups has little effect on the organs and systems of the body. When gradually increasing demands are placed on the fundamental muscles their strength and tonicity are increased, metabolism is improved, and the functioning of the circulatory, digestive, respiratory and nervous systems is stimulated. During the course of exercise there is an improved food supply to the muscles, the body tires less easily and recovers more quickly, since the relative amount of waste material is reduced and the ability of the body to dispose of waste is increased. The muscles are strengthened due to the increase in the number of fibres brought into use as well as to the increase in size both of the individual fibres and the bundles of fibres. In addition, with the increase in skill, strength results from economy in expenditure of energy, more efficient coordination, and a shortening of reaction time. Moreover, the foregoing phenomena result in the lessening of one's sensitiveness to pain and the development of considerable physical ruggedness. In this whole process of conditioning the general health of the individual is improved and there is some evidence that resistance to certain kinds of bodily ailments is increased and the period of convalescence following illness shortened. It must not be assumed, however, that muscular exercise sets up a mechanism within the body which insures the individual against the attack of invading disease germs. On the contrary,

(Continued on page 27)

FUNDAMENTALS OF HURDLING

By **NORRIS DEAN**
Track Coach, Georgia Tech

THERE has been considerable discussion as to the physical qualifications of a high hurdler, and these are very important. The tall, rangy boy who has a long even stride has a definite advantage over the boy who is not so tall, but I have seen several good hurdlers who did not have the physical appearance of a hurdler, but did have the heart and determination.

The phase of hurdling which I am going to try to explain is the approach and going over the hurdle. The first thing that most young hurdlers do is to get a tape measure and measure the distance of the take-off in front of the hurdle and the let-down after they get over the hurdle. I am convinced that the form in getting over the hurdle controls both the take-off and the let-down. If a hurdler gets over the hurdle correctly, he need not worry about any other part of the race, because all other phases will come naturally.

There are about four fundamentals a hurdler should keep in mind while learning. First, the number of steps from the start to the first hurdle is odd. Therefore, he should put the opposite foot from his lead leg forward when getting on his mark, so as to approach the hurdle with smooth, even strides.

Second, when approaching the hurdle, drive as hard as possible straight into the hurdle, lifting the lead leg straight up as high as possible, keeping the knee slightly bent—reflex will take care of bringing the leg down properly. Do not lift leg up and push it forward, for this causes the body to become erect and the body lean is lost.

Be very careful not to jump upward when driving off the back leg, but drive straight forward into the hurdle. To do this, the body must be well ahead of the driving leg, that is, an exaggerated body lean. When the hurdler drives into the hurdle correctly, his first feeling will be that he is going to run right through the hurdle; but not so. He will be over the hurdle and on to the next one before he knows what has happened. When driving into the hurdle, keep the head moving in the same plane, if possible, and the shoulders and hips facing squarely into the hurdle.

Third, when going over the hurdle, be careful not to bring the trailing leg through too quickly so as to cause the head and shoulders to become erect and force the trailing foot downward into the hurdle. The lead arm (the one opposite the lead leg) should be extended forward and down to insure good body lead, and when this arm is brought back to offset the trailing leg, the hand should never travel above the waist line, preferably back around the knee. The closer the arms are kept to the body, the better balance the hurdler is able to attain.

Fourth, the hurdle race requires timing and agility; therefore, the hurdler must learn to run with com-

(Continued on page 27)

Coach Dean is a graduate of Meridian (Miss.) High School and Georgia Tech. He participated in track, boxing and football. His specialty in track was the hurdles, though he also did the 100-yard, 220-yard, shot and discus. In football, he was used at both quarterback and tackle. He further proved his versatility by being the A.A.U. heavyweight boxing champion in 1932.

After graduation in 1935, he coached one year at Monroe, Ga., and then returned to his Alma Mater as assistant coach in track and football. He was named head coach of track at the beginning of the current season.

In pictures at right, Coach Dean is shown demonstrating the correct form in the take-off.

FIG. 1. The hurdler is approaching the hurdle with arms low and extended to insure good body lean.

FIG. 2. The lead leg is being lifted straight up with knee slightly bent and the body retaining its forward momentum.

FIG. 3. The hurdler bends at the waist to get his body lean, keeping his head up. Note how close the body is to the lead leg.

FIG. 4. The leading leg and arm are in position to give hurdler a quick let-down and a good driving stride into the next hurdle. The hurdler appears to be a little high, but as the trailing leg crosses the hurdle, the quick let-down will give a minimum clearance.

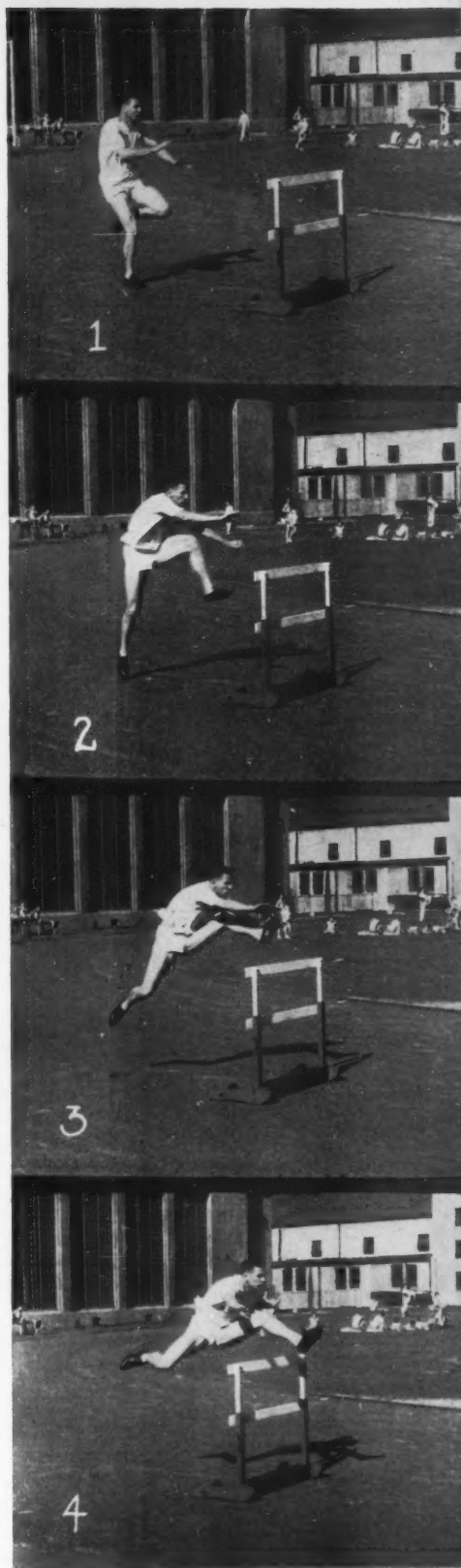


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Official Publication

Georgia Athletic Coaches Association
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Southern Football Officials Association
Alabama High School Coaches Association
Florida Athletic Coaches Association
South Carolina High School League
Louisiana High School Coaches Association
Mid-South Association of Private Schools
DWIGHT KEITH, Editor and Publisher

This issue completes Volume VI of SOUTHERN COACH AND ATHLETE. We have conscientiously tried to faithfully serve as the medium of the coaches, players, officials and fans throughout the South in promoting the highest and best interests of wholesome, amateur sports.

We wish to acknowledge our indebtedness for the cooperation and support we have received from our advertisers, the associations which we serve, the colleges, the coaches, trainers, publicity directors, and to our subscribers.

Our next issue will appear in September. We regret that this issue goes to press too early to include the meets in track, tennis and other spring sports. Hereafter, we are planning to publish ten issues yearly, and our June issue will carry the results of the spring athletic meets which are held by the various conferences throughout the South.

Athletic Pictures and Records

Many schools, to their later regret, fail to keep proper records of their teams. During the rush of the season they never find a convenient time to have pictures made. After the close of the season it is too much trouble to get the squad back in uniform. The equipment has been stored away, some members of the team have left school and the coach is busy with other sports.

Set a day on each sport calendar for making pictures. If you don't have a photographer in your community, engage one from a nearby town. It will be a little trouble and some expense, but this is negligible in comparison to the satisfaction it brings. Pictures in the gymnasium, library, dressing rooms, coaches' or principal's office and hallways help build tradition and keep alive memories of the golden past.

Pictures thus serve a double purpose. They are very helpful in securing favorable publicity, and they serve as reliable supplements to the records of past achievements.

Equipment Problems

All coaches, who have been on the job, know the importance of providing proper equipment for their teams. They know, too, how difficult it is to buy what they want during wartime. But, for the benefit of new men who are filling positions left vacant by men going into the service, we would like to make these few suggestions.

The athletic manufacturers are making one of the greatest uphill fights in the history of sports. They are faced with demands far beyond their capacity to meet. In addition to the usual civilian demands, they have huge government orders to fill. Of course, these government orders have priority, as they should. But, typical of the industry, it is doing all in its power to take care of school needs, also. They are handicapped by a shortage of material and workmen—but they are still in there battling. You, coaches, can help. May we suggest how?

1. An early check-up.

At the close of each season, take an inventory of your equipment in that sport. Much that you have been throwing away in the past could be reconditioned and made serviceable for another season. Send it to Ivory System, Peabody, Massachusetts. There are others in the business, but Ivory is the oldest and largest reconditioning firm in the United States and we all know of the quality of their work. Besides, they are the only firm of this type that has an advertising schedule with us, and we should "play ball with them" by giving them first call on all business of this kind.

2. Place orders early.

As soon as you have completed your check-up, anticipate your needs for the following season and place your order immediately. This will enable you to have your equipment before the next season starts, if it is available.

3. Simplify your orders.

Do not, in times like these, place orders for special designs or handling. Use standard models and forego all the "extras" you were accustomed to in pre-war days.

4. Be patient and considerate.

The men who make your equipment are great fellows. They love sports. Many of them are former coaches or players. All of them are your friends. They are sparing no effort or expense to satisfy your demands and those of the armed forces. They are doing a great job under difficulties, so be patient and considerate.

5. Patronize our advertisers.

The firms advertising with us are our friends. Their cooperation has made our publication possible, and has helped promote the interest of amateur athletics. Show your appreciation by patronizing them.

BULLETIN BOARD

Three coaching schools will be held in the South this summer. Coach Frank Thomas has announced that he is planning one at the University of Alabama. The date has not yet been set.

The Louisiana High School Coaches' Association has decided to conduct a three-day school at the St. Charles Hotel. The date and other details have not been announced.

The Georgia Athletic Coaches' Association will sponsor a week's clinic, featuring football, basketball, track, swimming and training. Coach W. A. Alexander will be the headliner in football, with Coach Adolph Rupp, the "Baron of Basketball," taking the leading role in the indoor sport. The date is July 31-August 5, inclusive. The work in football will be offered Monday, Tuesday, Wednesday and Thursday. The basketball course will begin Thursday and continue through Saturday. Instruction in track, swimming and training will be available throughout the week. Tuition will be \$5.00 for coaches who are members of the coaches' association of their state. Tuition for non-member coaches will be \$10.00. Only high school coaches will be enrolled.

Malcolm Laney, popular and successful coach of Woodlawn High School, Birmingham, has been added to the staff at University of Alabama. Best wishes for Malcolm, and congratulations to Alabama in getting another good man!

Best of luck to Carl Voyles in his new position at Auburn. Voyles is a graduate of Oklahoma A. & M., and before serving six years as head

coach at William and Mary College, he had coached at Southwestern State Teachers' College in Oklahoma, University of Illinois and Duke University.

Dr. Frank K. Boland, a former athlete, now a noted surgeon and true sportsman, writes: "For a long time I have wondered why the men who hold the sticks on the sideline did not wear uniforms as well as the four officials. I think such a move would help one to keep up with the game better. Generally, there are two or three men standing around these sticks and it is hard to tell which one of them is the official, since they have no kind of identifying mark. It looks like each one of these fellows could wear a uniform or something to designate his official position, which would help spectators to keep up with the progress of the game."

A constructive suggestion! In some places it is done, but too many neglect details such as this, which would make the game more interesting and enjoyable for the spectators.

At the annual meeting of the Alabama High School Coaches' Association, in Birmingham, the following officers were elected: "Shot" Senn, of Woodlawn, president; "Shorty" Ogle, Decatur, 1st vice-president; Pedro Black, Sylacauga, 2nd vice-president; Buddy de Yampert, Ensley, secretary-treasurer.

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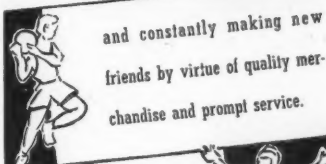
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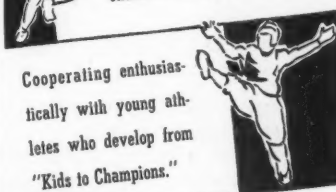
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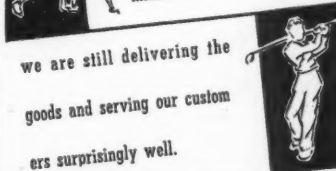
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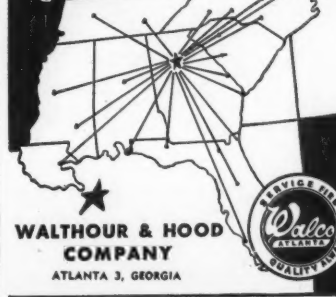
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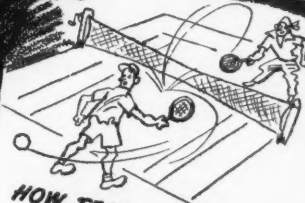


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ONLY OFFICIAL BALL
THE BALL THAT HAS
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HIGHEST
BASKETBALL SCORE
234-2

SIX POINTS A
MINUTE WAS THE
AMAZING AVERAGE
MADE BY KANSAS
CITY, KAN., AGAINST
RAINBOW A. C.



HOW TENNIS BEGAN
THE GAME STARTED
IN EGYPT, BECAME A
ROYAL PASTIME IN
FRANCE. TENNIS COMES
FROM "TENEZ" FRENCH
FOR "TAKE IT, PLAY!"
SPALDING MADE THE FIRST
TENNIS BALL IN AMERICA

SPALDING

"SETS THE PACE" IN SPORTS
A. G. SPALDING & BROS.



BATTING FUNDAMENTALS

By JOHN W. COOMBS
Baseball Coach, Duke University

ALL athletic coaches have a real duty to perform during these trying times of world conflict. We must do our best to help develop our young manhood into excellent physical specimens. Physical perfection is lacking. It has been and will be a great handicap to draft boards and induction centers. There are too many 4-Fs among our youth. I do not think our athletic coaches have anything to do with the million or more young men refused by our armed forces on account of physical disability, but, rather, they are doing their very best to give the young men exercises which will make them better morally, mentally, and physically.

Each coach has a particular sport in which he is very much interested, one which he has made a life study. He knows the ins and the outs of his sport and from his experiences he is able to advise the youth on the necessary qualifications for success in that particular sport. A real coach never shirks his responsibilities, and through his associations he is continually doing his part to bring our young men to a high plane of physical excellence. Each coach has a job to do and he is doing it to the best of his ability.

I have been coaching baseball for twenty-five years, ever since I left the major leagues. During that time I have been brought up against many personal problems—problems which had a great effect on the life of a young man. Many decisions have brought the desired results. But the problem which has given me more concern than any has been this question which is often asked by a young man of high school age: What will make me a great ball player? If this young man does not have real pitching ability, I firmly believe there is only one thing which can possibly make him a great ball player, and that thing is: a great batsman. A young man can be taught to catch and throw the ball properly. He can be taught how to run the bases, but he cannot be taught how to hit. Some ball players are born hitters. They are simply good batters by nature. A young man is very lucky if he is one of these, for natural ability does more than anything else to make a great batsman. On the other hand,



Coach Coombs graduated from Colby College in June, 1906, and that month joined the Philadelphia Athletics, being one of the first baseball players ever to jump straight from college into major league ball. On July 5, 1906, he pitched his first major league game, limiting the Washington Senators to six hits and winning, 3-0. On September 1, at Boston, he pitched the longest game on record in the American League, going 24 innings before the A's beat the Red Sox, 4-1.

Coombs became a real sensation in 1910, winning 31 of 40 games, with 13 shut-outs to set an all-time American League record. He won three games in the World Series of 1910 against the Cubs. His complete World Series record is five victories and no defeats.

After leaving the A's in 1914, he was with Brooklyn through 1918, managed the Phillies in 1919, went to Detroit as coach in 1920, then to Williams College as coach for three years, which he followed with five years at Princeton before coming to Duke.

Coombs' 15-year record at Duke shows 239 wins against 78 losses.

almost any player can improve his hitting. He can do this by curing himself of such bad habits as pulling away from the plate, dropping one shoulder, letting his eyes stray away from the ball, or taking too long or too short a step before hitting at the ball.

If one desires to become a better batsman, here are the four important things for him to think about: The batting eye, the stance at the plate, the stride or step, and the manner in which he swings the bat.

The Batting Eye

When a young man is at bat his eyes should follow the ball from the time it leaves the pitcher's hand until it has been swung at or caught by the catcher. It will be easier to do this if the player holds his head still. He should never turn his head to follow the movement of his bat as it comes back for the swing. Instead, keep the eyes upon the ball—follow it so closely that the batsman can see it when it is hit by the bat. Such a watchful eye, in a motionless head, will improve a batsman's present hitting and make him more valuable to his team.

Stance

To get the proper stance at the plate, one should stand nearer the rear of the box than the front. Both feet should be kept firmly upon the ground, with most of the weight on the foot farthest away from the pitcher. The front foot—the one toward the pitcher—should be closer to the inside line of the box than the other foot. The batsman should not pull away from the plate. He should not draw back from the line of the ball as it comes toward him.

The Stride

In preparing to hit, one step straight toward the pitcher should be taken. This should never be a high step—merely a slide of the front foot forward, lifting it just enough for the spikes to clear the ground. (Ott, the manager of the New York Giants, lifts his front foot very high as he takes his step forward. He is the only player during my lifetime who has made a success of this particular style of a step. So many batsmen have become great hitters by merely sliding the front

foot forward that I think a high step with the front foot should never be taught a batsman.) Constant practice by a batsman will show him how long a step is the best for him, but I have noticed that most good hitters take not over eighteen inches in length. The power of the swing or stroke comes from the weight of the body as it changes from one foot to the other. If the ball is struck during that instant, the swing will be perfectly timed. And good timing is something which a batsman must have before he can become a really successful batsman.

The Swing

The swing of the bat should be level—that is, parallel with the ground. If the swing slants downward, or goes upward, the ball will be missed, topped or popped up. The swing should always follow through when the bat hits the ball. It should keep on going so that the end of the bat travels around past the side of the body nearest the pitcher.

I advise a batsman to try this as the best way to keep the swing level: Hold one elbow in close to the body—the right elbow if a right-handed batsman; the left elbow if a left-handed batsman. The arm toward the pitcher serves as a guide to make

the swing stay level. If one practices holding that elbow close against the body, I can promise that it will help prevent a batsman from swinging wildly at high pitched balls. A batsman should try this and find out for himself that I have stated a truth.

Choosing the Bat

If one should ask me what kind of a bat to use I would answer: "Nobody can decide that but the batsman himself." He should choose one that feels good in his hands. He should not pick one so heavy that it swings him, instead of letting him swing it. But it would be just as foolish to use a bat so light that a batsman has trouble controlling his swing. The weight of the bat will mostly depend on the strength of the wrists and forearms. Above all, a bat should be chosen that balances perfectly no matter where it is gripped.

The Grip

Some of the greatest batters—Ty Cobb and Hans Wagner, for example—kept their hands about six inches apart. Others hold their hands so close on the bat that they touch. As to where one should grip the bat, many players prefer to "choke" it—that is, grasp it far up the handle

and swing with a short stroke. Others like to hold the bat down at the end of the handle and take a full, powerful swing. The batsman who does this will strike out often, but he will also drive the ball far and hit plenty of home runs. The choke batsman seldom hits the ball far, but one will very rarely see him strike out. His shorter grip gives him more control over his bat. Therefore, he is surer to connect with the ball; he can place his hits where he sees an opening; he has more chance than the full-swinging batter to reach first base safely, especially with this "non-rabbit" ball which we are using in all of our games today. And isn't that what every player hopes to do when he steps up to the plate into the batter's box?

Each style of batting has its own advantages. It is up to the batsman to decide which one he is going to adopt. But, in concluding these few pointers, I want to ask all batsmen to remember this:

There is a lot more to batting than just trying to knock the ball out of the park. The important thing is to meet the ball with a level, perfectly-timed swing. Meet it squarely—and meet it often!

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2. *Non-Chip Process*—an exclusive Hanna development to make favorite bats last longer.
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Salutes Top Hoop Teams

HERE are the nation's top ten basketball aggregations for 1943-1944, as shown by end-of-season ratings of the nationally famous Dick Dunkel Basketball Forecast and Rating System. This unique System, which covered the basketball fortunes of 534 College and Service Teams this season, surpassed its own eight-year accuracy record of 79.2 by being 80.9 percent right in forecasting — in advance — winners of this season's court contests.

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ATHLETIC DIRECTORS
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Converse Rubber Company
Malden 48, Mass.

5 Leading
**SERVICE
TEAMS**



81.9

**GREAT
LAKES
N. T. S.**



76.0

**NORFOLK
N. T. S.**



CAMP
GRANT'

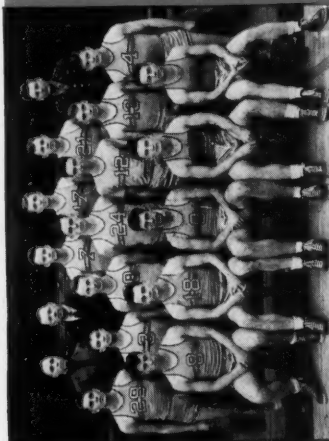


ST. MARY'S
PRE-FLIGHT



NORFOLK
N. A. S.

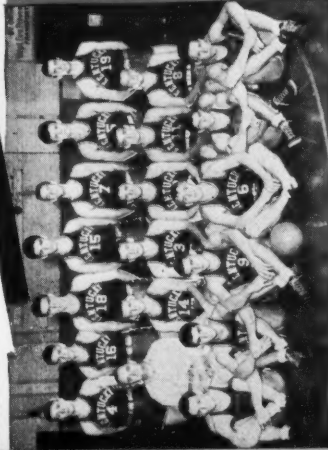
5 *Leading*
COLLEGE
TEAMS



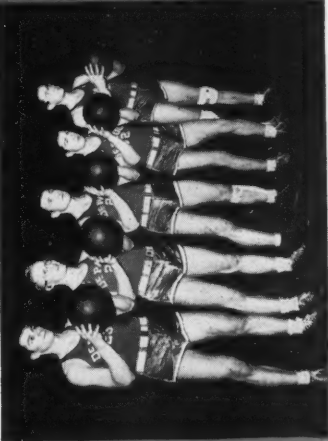
76.9
(ARMY)
WEST
POINT



74.3
UNIV. OF
UTAH



73.5
UNIV. OF
KENTUCKY



72.3
DE PAUL
UNIV.

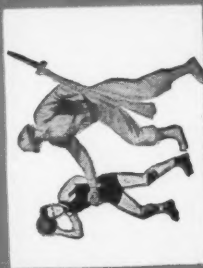


72.2
WESTERN
MICHIGAN
COLLEGE

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Chuck Taylor



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Developing Individual Defensive Fundamentals

By **DANA C. McLENDON**
Football Coach, Albany (Ga.) High School

I BELIEVE we can teach defense better in the earlier part of the season by concentrating on offense. We find a player can learn a defensive charge much better if he has already developed a good lunge and shoulder block. We do not begin tackling until after a player has become somewhat proficient with the open-field shoulder block. We work on the assumption that if a boy can bring down a player without using his hands with a shoulder block he should be able to bring him down with the use of his hands. Added to this, the opponent is carrying a watermelon, or reasonable facsimile, under his arm.

We work on form tackling several days a week. Most tackles are missed because the defensive player commits himself too soon, so we stress holding the feet as long as practical. The similarity between the running shoulder block and the tackle can readily be seen. Hence, our reason for stressing the shoulder block first. I believe this is one reason why our tacklers have been hitting well with their shoulders rather than resorting to arm tackling. We tell them to take their tackles "close to the ear" to get as much shoulder space as possible. We also stress coming very close to the opponent before "showing." We try to overcome blind tackling by stressing "keep your eye on your man" in blocking and tackling. In tackling drill we place the boys about five yards apart, and tackle from all angles, alternating shoulders.

We want quickness and speed in our linemen above any other qualities. So we work all season to develop these qualities. Every exercise or drill we use is designed with this aim in mind. Our calisthenics are used to strengthen joints against possible injury, and to increase agility. Linemen should have strong necks, so we have bridging exercises every day. They need good wrists, hands and forearms, so we do push-ups every day. A boy with tight hips is no athlete; we use exercises that are designed to loosen the hip muscles, and give the boy better muscular control. Linemen need speed, so we do several 50-yard wind sprints during practice. Practice is closed every afternoon with each player running four 120-yard relays.

In his two years at Albany High School, Coach McLendon's teams have won 21 games, lost 2 and tied 1. His team won the State Class B Championship this year, with 12 straight wins, scoring 285 points to the opponents' 20.

Coach McLendon has had four undefeated and untied football teams—two at Beaufort, S. C., and one at Griffin, Ga., and one at Albany.

Besides his coaching duties, he serves as principal of Albany Junior High School. He is ably assisted in football by Al Grygo and Jim Crowley.

Three or more lines race against each other, exchanging footballs for batons. We try to correct faults in running, such as skimming the ground, no high-knee action, crow-flapping arms, knees out, and running on sides of feet.

We concentrate first on teaching defensive charging. We have a drill in which our linemen form in a single line across the field and take an offensive stance. On a starting signal they will uncoil and spring as far forward as possible, shooting their heads and shoulders like a snake striking. They work to increase the length of the lunge. The linemen land on their toes and hands, backs horizontal, heads up, feet spread, and knees off the ground. They quickly follow up this position by crabbing right or left, come to their feet running high, and similar movements. We want them to develop a powerful initial lunge and then be able to follow this up without loss of motion.

We work quite a bit on getting our players to have good offensive and defensive stances. Our defensive stance has one feature that we have found helpful. The knee of the back leg is only an inch above the ground. This position gives a better balance against a forward thrust. Otherwise, we work to obtain a wide, comfortable stance that will afford good balance against pressure from any direction. We carry the free arm well up for instant use of the hand or forearm. We want our linemen to be comfortable, balanced,

poised and alert, ready to spring forward into the charge. We also work considerably to keep the lineman low throughout the charge to avoid exposing his body by raising up. Our linemen "play, then look." They are supposed to see mainly what goes on in their immediate vicinity, and not to be standing up for a panoramic view. If our linemen are playing their positions correctly, they will be stopping and helping stop plays that are directed in or near their territory, and will not be running around "making tackles all over the field."

Our next drill is designed to develop quickness, charging with the snap of the ball, and, if possible, anticipate the snap and beat it. We line the men in rows of twos and fours and have them come opposite a center. (All our offensive charging is done on a starting signal, and our defensive charging is done on the snap of the ball. We consider this to be very important.) Using various cadences we have the players practice charging on the snap of the ball. Quickness of reaction and form is stressed. The boys watch the center very closely to pick up any tip-off that will telegraph the snap of the ball. They also check to see if the opponent uses the same starting signal each play. Anything that gives the defense the slightest momentary advantage is appreciated and used.

Next, we use a charging line against a passive offensive line to develop split vision, use of hands and forearm, body control, position of feet and other factors. We want our line to charge hard and fast, but to charge under control. This is fast charging with the blundering element taken out. We find that most new linemen have a decided tendency to "overcharge." By overcharging I mean a guard or tackle will penetrate too deep before cupping in, or will charge to the receiving back instead of the spinning back. It is quite easy to see what cutbacks, spinners and trap plays can do to this type of player.

In teaching the proper use of the hands and forearms we want our players, at all costs, to avoid a "wrestling match" with an opponent. The player should get to the ball as quickly as possible, and the quicker

and easier they can get by their opponents the better. It is, of course, fundamental that they must try to beat the opponent to the charge, be aggressive, follow through, and keep boring in and fighting toward the ball. In teaching the forearm shiver we use the following method. The arms are brought up from under to prevent the opponent from ducking or slipping the blow. If the opponent can duck or slip under this blow the defensive man is as good as out of the play. The defensive man must be careful about over-committing himself to the point of losing his balance. This situation is analogous to that of the boxer who has swung a haymaker and missed. In delivering the hand thrust, the elbows must be rigid as a poker. Elbow bend destroys the power. The back leg must be brought forward to deliver more power and follow through. The forearm shiver is to be used to stop or prevent an opponent's forward charge, to knock him off balance, like a jab in boxing. Bringing the legs forward and following through are vital if this maneuver is to have any advantage.

One drill that we have found to be of considerable help has been to teach the players to jab with the heels of their hands. The wrists and elbows are locked and rigid. After concentrated practice they can use a short jab so effectively and with so much power that they can knock an opponent badly off balance. Our players frequently practice this jab against each other. They wear helmets, of course, but even then they develop enough power to shake each other considerably. Care must be taken to make this jab part of the forward charge to prevent a foul. We have found this jab to be of most value when an opponent is playing two men, and must control one very quickly and simultaneously divert the major share of his charge to a second opponent. The forearm shiver and jab can be practiced well on the cross-bar of the Crowther Sled.

As a rule we find the use of the hands has a tendency to slow up a lineman's charge, so we stress the use of the forearms. We practice the use of the forearm from three angles: head-on, playing on opponent's right or left shoulder. We expect the linemen to develop considerable skill in using the forearm to bring up an opponent and destroy his charge. Leg drive plus a certain amount of finesse should complete the penetration. Our drills to teach the use of the forearm are:

1. Snap the forearm into a block-

ing dummy, attempting to bring enough power into the snap to lift the dummy off ground. Do not move legs. 2. Same drill, bringing legs up simultaneously and completing 5-yard charge. We use the same drill on a home-made sled that has a recoil spring.

To develop leg drive, two players hold two dummies close together. The defensive linemen attempt to burst between these dummies by sheer drive and explosive power of charge. Holding players fight against linemen.

We try to make each live-bait

drill a piece of a scrimmage. We like these drills best:

5 on 2. Offensive tackles, guards and center against two guards. Guards pull out and double team. Defensive guards penetrate practice against cross-checking from right and left and double-teaming. Stress that defensive guards must protect territory, and always fight against direction of resistance. Also, use 5 on 3 situation.

Tackles: Defensive tackle works against end, wingback, guard and blocking back. Charge on snap of

(Continued on page 29)

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We again wish to thank our suppliers and sub-contractors for their part in making it possible for us to win this second award.

We shall all continue our work with renewed determination to produce to the best of our ability.

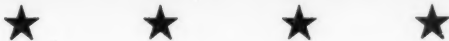


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The White Star, which the renewal
adds to your Army-Navy Production Award flag,
is the symbol of appreciation from our Armed
Forces for your continued and determined effort
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Sincerely yours,

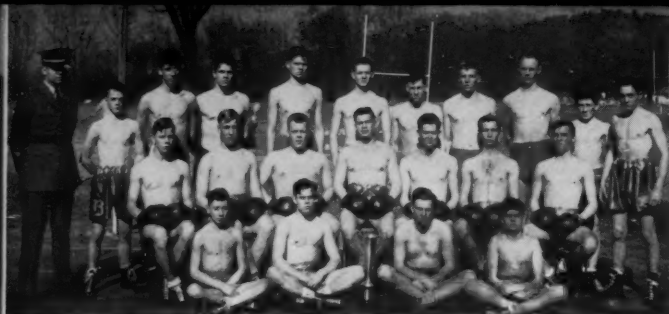
Robert P. Patterson
Under Secretary of War



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COMPANY . . . ST. LOUIS





Boxing, Wrestling and Weight-lifting teams at Baylor School

THREE-IN-ONE AT BAYLOR

By "WHITEY" URBAN

IN line with the ever-increasing need for wartime physical development programs in the schools of the nation, Baylor, for the first time in her history, inaugurated a full "Three in One" program, composed of wrestling, weight-lifting, and boxing. The acknowledged success of the teams included in this program in dual meets and Greater City and Mid-South Tournament competition lends fair to perpetuating "Three in One" at Baylor.

Raider boxers, weight-lifters, and wrestlers compiled the enviable record of twenty-nine individual class titles, five team championships, and second, third, and fourth places in the "Body Beautiful Contest" sponsored in conjunction with the City Weight-Lifting Championship, by Frye Institute.

Wrestling, the oldest of the "Three in One" sports at Baylor, reflects a successful life span of seven straight city championships, three mid-South championships, two State titles, and two claims to the Southeastern prep championship.

For four years the wrestlers have used *weight-lifting* as a part of their conditioning program. This second of the "Three in One" sports was employed but once a week to aid in the development of certain muscles necessary to good competitive wrestling. Interest grew, however, and soon boys other than wrestlers were lifting weights.

Boxing, third of the "Three in One" sports, also was first used as a conditioner for the wrestling squad. Last year three wrestlers, who learned their boxing, conditioning themselves for wrestling, and two others who were sufficiently interested in boxing, formed a team of five, entered Frye Institute's City Tournament and won a tie for second place. Baylor's first competitive boxing venture thus saw three boys win championship medals.

And so, as interest grew, the "Three in One" program grew, until the 1944 season, just past, witnessed a new high in successful competition in all three sports.

Baylor won both the City and

Mid-South Wrestling Tournaments, with Raider matmen coming away with seventeen out of twenty individual titles sought. Eight of these were City titles and nine Mid-South.

The Raider boxers fought their way to the championship in the Greater Chattanooga Tournament sponsored by Frye Institute, and also won the Open Division Championship in the New-Free Press' Golden Gloves Tournament. Individual championships, ten in number, were taken in the City, the Golden Gloves, and Mid-South competitions.

(Continued on next page)

Coach Alexander "Whitey" Urban is a graduate of University of Chattanooga, where he played varsity football, 1930-33, and served as student boxing coach, 1931-1933. In addition to his athletic achievements, he received the Shyer Scholastic award.

Upon graduation, he became Athletic Director and Head Coach at Trion High School, Trion, Ga. There he developed North Georgia Class C Champions in football and basketball in 1934, and Class B Champions in both sports in 1936.

Coach Urban has been at Baylor School, Chattanooga, Tenn., since 1939. Besides coaching boxing, wrestling, weight-lifting and swimming, he is football line coach and assistant track coach. His Baylor teams have won five straight city wrestling championships, three Mid-South wrestling championships, and tied once for the city swimming title.



Coach Urban instructs a squad in Boxing.

TENNESSEE HIGH SCHOOL TOURNAMENT



WEST HIGH SCHOOL BASKETBALL TEAM—TENNESSEE CHAMPIONS IN 1944

Left to right: Alfred Skinner, Albert Skinner, Jack Stigers, Jimmy Carnes, Coach Emmett Strickland, John Boyd, Eddie Lawrence, Capt. George Kelley, Pete Holmes, Billy Joe Adcock, Harold Wilt.

West High School of Nashville, Tenn., coached by Emmett Strickland, won the State Tournament by beating Elizabethton, 38 to 30. To reach the finals, West beat Trenton and Friendsville. Elizabethton defeated Hillsboro and South Side.

The teams participating were: West High (Nashville), Hillsboro,

Lawrenceburg, Unionville, South Side (Memphis), Peabody (Trenton), Friendsville and Elizabethton.

1944 ALL-STATE TEAM

Bobby Boring	Friendsville
Eddie Lawrence	West
Carl Treadway	Elizabethton
George Kelly	West
Bob Stanley	South Side

"THREE-IN-ONE"

(Continued from page 24)

Baylor weightmen won the City Weight-Lifting Championship, as well as three out of four places in the "Body Beautiful Contest" held in conjunction with the lifting competition. The weightmen gathered two individual titles in this competition.

C'est la guerre, and Baylor offers no apologies for what might be termed a breach in better coaching technique. But during these trying days, when so many schools have curtailed their programs, Baylor, by telescoping its programs wherever possible, has sought to continue its recognized excellent scholarship and to intensify its long-accepted efforts in the physical culture realm.

Though all coaches will not condone the technique of combining three squads into one, wherein boys are used interchangeably, the "Three in One" system did produce results.

Six quests for team championships were made and five were successful.

ATHLETICS AT WARREN EASTON

(Continued from page 8)

tel three years ago. He also coaches the Eagle cage squad.

George (Mike) Ziegler is Easton's athletic director and also the dean of prep school track and field coaches in Louisiana. Ziegler has groomed splendid cinder teams at Easton, and in 1942 brought the school its first crown in ten years.

Jack Dowling, veteran in the public prep school coaching system, tutors the Easton baseballers and has fielded several outstanding nines while at Easton.

All of these men—Brechtel, Balatin, Ziegler and Dowling—have contributed mightily to the welfare of their country, conditioning and preparing youngsters for top service to their nation. Colleges and the professionals, too, have profited, because from Easton yearly rolls a string of athletes who have won praise for their performances in Collegiate and pro competition.



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ZACHRY

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ATLANTA 3, GA.

GEORGIA CLASS B and C TOURNAMENT

By S. F. BURKE

IN the nineteenth annual basketball tournament played at Mercer University, Macon, Georgia, a new champion was crowned in Class B when Rossville, 7th District entry, coached by R. E. Hinds, defeated Bill Badgett's Decatur team, 38 to 23. Barney, 2nd District entry, under the direction of T. L. Gamble, made it two years in a row as Class C champions by defeating Stilson, coached by S. A. Driggers, 21 to 17.

Class B

The games throughout the tournament were characterized by very close scores. In the opening round, Collings dropped a strong Colquitt team, 37 to 31, while Gainesville eliminated Waycross, 30 to 23.

In the second round, Cochran displayed the form which carried them to a state championship in 1943 by turning back Collins, 36 to 27. Decatur won from a strong Hartwell team, 24 to 20. Rossville and Griffin put on a tough battle that was anybody's ball game until the final gun. Just before the finish, Griffin had a shot that curled around the rim of the basket but did not drop, leaving Rossville the winner, 27 to 26. In the last game of this round, Perry and Gainesville played to a tie at the end of the first half, but Perry managed to secure a one-point margin in the third quarter and matched Gainesville point for point to the finish, to win 21 to 20.

The semi-finals brought the fireworks. In the first game, Decatur and Cochran matched point for point all the way, with the Holland brothers pacing Cochran, while Hodges and King sparked Decatur. At the close of the regulation playing time the count was tied at 35 each. In the extra period, Decatur quickly tallied two field goals and, with two regulars going out on fouls, played a defensive game the rest of the way to eliminate Cochran, 39 to 36. Rossville and Perry put on a seesaw battle all the way. Rossville took the lead, 7 to 6, at the first quarter, while Perry bounced back to lead at the half, 15 to 14. Rossville recovered the lead in a third quarter which featured close defensive play, leading 18 to 17. Wells put the game on ice for Rossville in the closing moments with a long shot from the center of the court to give Rossville a 25 to 23 victory.

The final battle was tight for the first half, with Rossville holding the



ROSSVILLE HIGH SCHOOL—GEORGIA CLASS B CHAMPIONS, 1944
Front row, left to right: Joe Dunagan, H. L. Brotherton, Ronald Wells, Jack Green, Roy Wagner. Back row: Henry Delay, George Clark, James Lad, Harold Hall, Lamar North, Coach R. E. Hinds.

long end of a 14 to 12 score. Decatur could not keep up the pace in the second half, and a fast attack, paced by Wells and Dunagan, carried Rossville to a 38 to 23 win.

Class C

Only one game was necessary in the opening round of the Class C tournament, as the remainder of the teams drew byes. Dexter dropped Nicholls from the tournament by a 30 to 25 score.

In the second round, Barney served notice of what was to come by trouncing Dexter, 21 to 6. After playing to a 6-6 tie the first half, Barney held Dexter without a point for the entire second half. Dacula defeated Centralhatchee in a high-scoring game, 43 to 37. Stilson proved too strong for Winterville and advanced by a 27 to 18 count. Fitzhugh Lee upset the pre-tourney favorite, Union of Leslie, by a convincing score of 28 to 17.

In the semifinals Barney again threw up a tight defense to hold the fast Dacula team in check. Dacula's fast break could not cope with Barney's zone defense with perfectly executed plays. Barney sifted into the Dacula defense to score 30 points to Dacula's 21. In the other semifinal game Fitzhugh Lee led Stilson 11 to 10 at the half. In the third quarter Stilson went out in front, 20 to 17. In the final quarter, Stilson immediately began to freeze the ball against Fitzhugh Lee's zone defense

and retained possession of the ball six of the eight minutes to wind up on the long end of a 21-17 score.

The final game brought some of the best basketball of the entire tournament. Both teams used a zone defense with a slow offense. Barney went out in front 6 to 1 at the first quarter mark, but by the half Stilson pulled up to trail by two points on a 9-7 score. Barney increased their lead to a five-point margin, 19-14, at the end of the third quarter and continued to protect this margin the rest of the way to win 21-17.

ALL-STATE SQUAD

"B"

Ronald Wells, Rossville.
Jack Green, Rossville.
Joe Dunagan, Rossville.
Bill Holland, Cochran.
Bob Holland, Cochran.
Chas. Purser, Cochran.
Billy Hodges, Decatur.
Buddy King, Decatur.
Walter Skellie, Perry.
Charlie Strong, Gainesville.

"C"

Tip Gamble, Barney.
Guy McAllister, Barney.
Jack Martin, Barney.
Jack Watkins, Stilson.
Amason Brannen, Stilson.
Dorman Newman, Stilson.
Andrew Franklin, Dacula.
Julian Archer, Dacula.
Howard Couch, Fitzhugh Lee.
H. W. White, Jr., Centralhatchee.

Officiating throughout the tournament was excellent. This was handled by Sam Glassman and Tom Porter of Macon, and Charlie Brannon of Thomaston. These three men kept the games moving at all times and called a type of game that met with approval by coaches, players and fans.

Ronald Wells of Rossville, by general consensus of all who saw him in action, was considered one of the

most finished basketball players in the tournament. No team could set a defense for him due to his ability to shoot from long range and close up which, coupled with his change of pace, made him outstanding. His defense was as outstanding as his offense. Throughout the tournament his defensive assignment placed him against the outstanding point-maker of the opponents. His success at long shots was uncanny.

Fundamentals of Hurdling

(Continued from page 11)

plete relaxation.

All this may seem too simple to be effective, but if we are able to get a boy to learn to do these things in one season, or even two seasons, we feel that we have accomplished a great deal in developing a hurdler. We find that a boy will improve his race from one to one and one-half seconds when he learns to hurdle instead of high jump.

SOME ASPECTS OF FITNESS IN RELATION TO WAR EFFORT

(Continued from page 10)

there is some evidence to indicate that over-training—a condition of chronic fatigue—actually renders the individual more susceptible to disease of germ origin.

Perhaps the system of the body which is most profoundly affected by vigorous exercise is the circulatory system. Since there is considerable misinformation abroad concerning the effects of vigorous, competitive athletics on the heart, it might be well to say here that if there is any danger of overstraining the heart it exists during childhood and early adolescence, and after the age of thirty. According to most authorities, heart strain is not possible in a healthy heart. Strain of the heart in the sense of rupture of its muscle or valves is unproved and not tenable on experimental evidence at hand. The normal heart does not become permanently enlarged in response to athletic activity long continued. So-called "athletic heart" is a misnomer; if found enlarged in an athlete it is secondary to a previously existing infection or valvular lesion. Neither does strenuous participation in athletics predispose one to early development of cardiovascular disease.

A high degree of physical condition is in itself of little value unless there is a purpose behind this state of being, and a means provided to release it into useful channels. The degree of physical condition should therefore be determined by the purpose for which it is to be used and appropriate neuro-muscular skills developed to provide for its release. For this reason physical condition should not be sought for its own ends, but arrived at rather as a concomitant of the process of developing or practicing neuro-muscular skills.

Today the war motivates our conditioning activities and every effort

(Continued on page 34)

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VIRGINIA BASKETBALL CHAMPIONS

By HANK WOLFE



THOMAS JEFFERSON HIGH SCHOOL—VIRGINIA CLASS A CHAMPIONS, 1944
Front, left to right: Coach Welton E. Bloxson, Kemper Lorraine, Dan Minton, and John Giragosian. Back: Jack Paul, Donald Fergusson, Dick Hungerford, and John Stoneburner.

THOMAS JEFFERSON High School, of Richmond, Va., which captured its first Class A football championship in the Virginia High School Literary and Athletic League last fall, duplicated that feat in basketball the past winter. The new Richmond school, situated in the West End section, was opened in 1931, but did not enter the league officially until two years later.

To qualify for the State playoffs, Thomas Jefferson cagers posted a 5-1 record in the Central Virginia District. They defeated Jefferson High, of Roanoke, Va., in the semi-finals, 45-31, and downed Newport News High, the defending champion, in the finals, 32-27. The last two games were played in Richmond.

In completing its 1943-44 program with 19 victories against one defeat, the Jeffs, coached by Welton E. (Spud) Bloxson, former William and Mary athlete, repeated their 1942-43 record. However, in the 1942-43 State finals, the Jefferson quint bowed to Newport News, 33-26.

Dick Hungerford, towering Thomas Jefferson co-captain, topped the Richmond schoolboys in scoring, with 275 points in 20 games. He established an all-time foul-shooting record in Richmond prep circles by sinking 61 goals from the charity line. Skyscraper Hungerford was named to the center position on the All-State Class A high school basketball team.

Other members of the all-state cast were Co-captain John Stoneburner of Thomas Jefferson, Richmond, Va., and Joe Hensley, of George Washington High, Alexandria, Va., guards; Joseph (Buddy) Lex and Robert Spicer, both of Newport News, forwards.

St. Christopher's School, also of Richmond, Va., won the State preparatory school championship for the second straight year, and Staunton Military Academy duplicated that feat in the military academy division. Harrisonburg (Va.) High School was the State Class B champion.

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DEVELOPING INDIVIDUAL DEFENSIVE FUNDAMENTALS

(Continued from page 21)

ball. Blocking can come from end, end and wingback, end and blocking back, blocking back or guard.

Mouse-trap Drill: Use full defensive line with dummy secondary against full offensive team. Mix trap plays and other plays.

We also use dummies in place of players in quite a few drills for this reason. Supporting players quite frequently break through to stop a play when our intention may be to give another player or position instruction and practice. Some of the drills we use are:

1. Tackles and guards against a full offensive team, using dummies for other defensive men.

2. Tackles and ends against full offensive team.

3. Ends against guards and backs.

4. Dummy defensive line and live secondary against full offensive team. Stress passes, fake passes, end runs, running passes to give secondary practice in play diagnosis.

5. Rushing the kicker. Tackles, ends, guards rush kicker in pairs and practice blocking kicks. Add fake kick plays to keep them wary.

6. Rushing the passer. Linemen rush passer and work against fake passes, shovel plays, screen passes.

7. Ends and backfield against full offensive team.

Quite a few teams we play use a backfield shift. We practice shifting our team laterally to meet their offensive strength. We drill, having six linemen shift as a unit one space to right or left in direction of shifting backfield, and charge with the snap. The defensive shift is more of a glide with the men moving side-ward in a low defensive position without raising up. They more or less skim along the ground laterally. Constant practice will enable the line to shift as a unit and at the same time maintain perfect spacing. Their charging position and balance will also be maintained. This drill will come in useful against a team that changes quickly from a balanced to an unbalanced line.

As you can see, we first try to develop the following traits:

1. Quickness and speed.
2. Body control.
3. Use of hands and forearms.

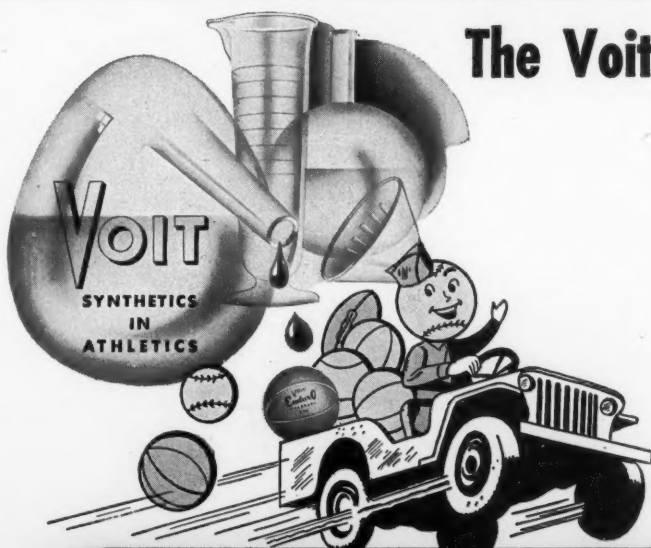
We attempt to teach our linemen certain coordination stunts, but find that our linemen are doing the most good when they are charging, com-

ing on in there, and boring after the ball carrier. We do not try to teach the linemen too many stunts. They will develop the ones they can use best, anyway, if these stunts are demonstrated to them and they are given sufficient opportunity to develop them.

We give our linemen plenty of practice in the usual stunts, but since these are well known, anyway, I'll not attempt to describe the way we teach the dip charge, faking, or such maneuvers. We find that good defensive play is based on quickness, body control, skillful use of the hands and forearms and follow through rather than on any highly convoluted and intricate hocus-pocus with high-flown terminology. We give the players much drill in their favorite "stunts," and do not attempt to teach too many.

Finally, we give our linemen practice in shifting from a six- to a five-man line, from a normal six to an overshifted six, to a seven. The center comes from his backer-up position to the front of the line, gives the signal. As the other team comes on the line of scrimmage our center

(Continued on page 33)



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MID-SOUTH BOXING TOURNAMENT

By C. M. S. McILWAINE
Secretary, Mid-South Association

THE first annual Mid-South Boxing Tournament, held at the Tennessee Military Institute gymnasium, under the sponsorship of the Sweetwater Lions' Club, February 25 and 26, resulted in a championship for Coach Andy Dula's T. M. I. boxers, who rolled up 42 points while McCallie scored 40, Baylor 28, S. M. A. 21, and Notre Dame 4.

Each team was limited to ten men, who could be placed in any of the ten weight divisions provided that no team could enter more than two men in a weight. Scoring was based on 5 points for first place, 3 points for second, 1 point for third, with 1 point additional for each fight won. Quarter finals were held Friday afternoon, the semi-finals Friday night, fights for third place Saturday afternoon, and the finals Saturday night. In weight divisions with only three entries finals were held Saturday afternoon, and in case the winner had defeated the other two fighters in reaching the championship, the two losers fought Saturday night for second and third place.

The meet was directed by W. D. Haynes, T. M. I. athletic director, with Troy Wilson of Chattanooga and Gene DeMont and Joe Kimsey of Knoxville as referees and judges. A challenge trophy was presented the winners with individual champions receiving golden gloves. Meals and lodging for all contestants were taken care of, and travel expense of about 1.2 cents per mile per man one-way travel was paid, due to the splendid sponsorship of the Sweetwater Lions, who put the event over in big league style.

Although placing fewer men in the finals than either Baylor or McCallie, T. M. I. won when their fighters won four titles, the only losing T. M. I. finalist being Hanover, who lost to his teammate, Scott, in an all-T. M. I. final, in the 118-pound division. Bitzer, in the 110-pound class, and Bailey, in the 145-pound class, won decisions over Crowe and Gryder of Baylor, respectively, and Hastings, T. M. I. captain, scored a second round TKO over Evans of McCallie. T. M. I. had four firsts, one second, and three third place winners to pile up 26 points of their total, the other 16 coming from fights won.



T. M. I. BOXING TEAM—MID-SOUTH CHAMPIONS, 1944

Bottom: Cawood. First row, left to right: Phillips, Weiss, Hanover, Scott, Hastings, Bitzer, Bailey, Patton, McCann. Back row: Parolari, Brandon (Mgr.), Buttermore, Coach Tom Dula, Charlesworth, Longley. (Alston and Carr not in picture.)

McCallie, which took titles in the three heaviest divisions, scored three firsts, four seconds and a third for a 28-point total, outplacing the champions, who had 26, but lost the title as T. M. I. piled up points in the earlier rounds in the lighter weights. McCallie fighters won 12 bouts to boost their total to 40. Harris in the 165, King in the 175, and Williams in the heavyweight won decisions in the finals from three Baylor men, Ferguson, Turner, and Steffy. Boyd, Davenport, Owens, and Evans won second places for the Blue, coached by T. N. Tucker.

Baylor took third place in the meet by winning one title, with five seconds, and one third for 21 points, victories in seven fights bringing their total to 28. Coach Whitey Urban's boys were the recipients of tough luck in losing every close decision in the finals, several of which could have gone either way. Bigley, in the 100-pound class, won the only championship for Baylor, with Crowe, Gryder, Ferguson, Turner, and Steffy winning second places.

S. M. A. won two titles and three third places while capturing eight bouts for a total of 21 points. Lieut. Towles' boys, Donnell Watkins in the 127-pound and Ray in the 135-pound class, decisioned two McCallie fighters, Davenport and Owens.

Notre Dame, unlike other teams which had fought before the tournament, lacked experience, but in Casey, who placed third in the 145-pound class, presented a fine competitor. Crimmins also won a third place for the Irish, who scored 4 points.

Plans were made for the continuation of the tournament, which should become a fixture in the Mid-

South along with the basketball, track, swimming, golf and tennis meets, in all of which five or more schools compete.

The summary follows:

Team points: T. M. I. 42, McCallie 40, Baylor 28, S. M. A. 21, Notre Dame 4.

100—Bigley (Baylor), Boyd (McCallie), Ray (S. M. A.).

110—Bitzer (T. M. I.), Crowe (Baylor), Grison (S. M. A.).

118—Scott (T. M. I.), Hanover (T. M. I.), Cleveland (S. M. A.).

127—Watkins (S. M. A.), Davenport (McCallie), McCann (T. M. I.).

135—Ray (S. M. A.), Owens (McCallie), Weiss (T. M. I.).

145—Bailey (T. M. I.), Gryder (Baylor), Casey (Notre Dame).

155—Hastings (T. M. I.), Evans (McCallie), Crimmins (Notre Dame).

165—Harris (McCallie), Ferguson (Baylor), Phillips (T. M. I.).

175—King (McCallie), Turner (Baylor), Judd (McCallie).

Heavy—Williams (McCallie), Steffy (Baylor), Magrath (Baylor).

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SOUTHERN SCHOOLS

(Continued from page 7)

him twenty-two years of successful teaching and administration in several city schools. Although his primary aim is to keep the academic standards of the school on the highest level, he has been especially friendly to the many sports at the school. This can be readily understood when we remember that Mr. Vosbein played semi-professional baseball, and engaged actively and prominently in basketball and tennis at Loyola University. He is currently enrolled as a graduate student in education in the Extension Department of L. S. U.

The school can boast of having one of the oldest student publications in the entire South—the Old Gold and Purple. The exact date of the first issue cannot be determined, as complete records have not been kept, but Edgar Mahen, member of the faculty for over 40 years and an alumnus of the class of '97, believes that it made its first appearance in the early 1890s.

For fifty years it has faithfully recorded the activities of the school with particular emphasis on athletic events. Throughout its long history it has given boys an opportunity to write and publish short stories, poems, and even serial stories. Authors of national prominence—Hamilton Basso, Harnett Kane, and Earl Sparling, saw their first by-lines with the "Old Gold." Others have gained valuable experience in its financial management.

In forensic activities, Easton's debating teams have triumphed in the city-wide contests year after year. Dual debates have been held with high schools in Memphis and Dallas. There is a radio team that does news reporting and dramatic sketches over a local radio station. This year they have led all other schools of the city in successful broadcasts.

Several months ago the Key Club, a junior chapter of the Kiwanis, was organized. Their slogan, "Keep America American," serves them as a goal in fostering civic-mindedness among the student body. The international conference of young Kiwanians was held this year at Tallahassee, Fla., where one of our boys won first prize in the oratorical contest.

The community has long ago learned to lean heavily upon Easton's band. With over 100 pieces, the junior and senior bands have won national prizes for excellence.

A large proportion of the successful business and professional men of New Orleans received their high

school training at Warren Easton. In the city school system itself, the superintendent and four of the five assistant superintendents either attended or taught at Easton High.

With the outbreak of the present conflict, faculty and students mobilized immediately for war. Military training was added to the athletic program and committees were formed to direct the various bond and scrap drives recommended by the government. During the metal scrap drive there was more metal collected at Easton than at any other public school in the city. Substantial bond sales are continuing, and one student personally sold over \$16,000 worth of bonds. Several clubs throughout the school are vying with each other in the collection of waste paper.

The curriculum underwent fundamental changes to gear the school to victory. New courses, for example, War Mathematics, Aeronautics, Radio, Airplane Spotting, Seamanship and War Problems, were added to the course of study, and the traditional courses in Physics, Chemistry, General Science and Mechanical Drawing were revamped along the lines of military training. Those students who may ultimately find themselves in war work are familiarizing themselves with the tools of the carpenter and metal worker in a newly inaugurated course in Shop Work.

This is Easton's fourth war. During the first world war the student body was organized into unofficial military units with a faculty member as captain and the drilling after school hours produced some of the finest officers and men from Louisiana.

Military heroes to be counted among the alumni of the old Boys' High School and Warren Easton are Brigadier General Hayden L. Boatner and Rear Admiral Watt Tyler Cluverius. Now that the school is erecting a scroll to its service men of this war, over two thousand names have already been collected.

Warren Easton feels itself a living organ of the community and nation which it endeavors to serve. In war or peace, the goal of the school is to graduate young men high in moral character and training to take their rightful places in the brave new world.

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State	Average Time for Last 3 Years								
	100 yd.	220 yd.	440 yd.	880 yd.	Mile	HURDLES		RELAYS	
						120 yd.	200 yd.	880 yd.	Medley
Alabama	10.3s.	23.7s.	52.0s.	2:07.7	4:47.5	16.7s.	23.4s.	1:32.9	
Arizona	10.1s.	22.7s.	51.3s.	2:04.1	4:45.1	15.1s.	22.9s.	1:33.3	
Arkansas	10.4s.	23.3s.	52.4s.	2:05.6		15.6s.		1:34.9	3:51.1
California	9.9s.	21.9s.	49.8s.	1:57.1	4:33.4	14.7s.		1:29.3	
Colorado	10.2s.	22.2s.	52.2s.	2:03.3	4:44.1	15.5s.	23.0s.	1:34.3	
Connecticut	9.9s.	22.2s.	51.6s.	2:03.8	4:36.3			1:35.4	
Florida	10.4s.	23.2s.	51.6s.	2:05.3	4:47.2	16.5s.	24.2s.	1:32.6	2:07.7
Georgia	10.2s.	22.9s.	52.8s.	2:14.9	4:42.6	16.0s.		1:35.0	
Idaho	10.2s.	22.7s.	51.3s.	2:04.4	4:40.1	14.8s.	23.2s.	1:35.9	3:38.6
Illinois	10.1s.	22.2s.	50.9s.	2:00.7	4:30.2	14.7s.	22.5s.	1:32.1	
Indiana	10.3s.	22.1s.	50.3s.	2:00.9	4:29.1	15.3s.	23.3s.	1:32.6	
Iowa	10.4s.	22.7s.	50.4s.	2:02.0	4:33.3	15.1s.	23.1s.	1:31.7	3:41.4
Kansas	10.3s.	23.0s.	51.0s.	2:02.7	4:33.7	15.2s.	23.7s.	1:31.6	3:33.0
Kentucky	10.5s.	23.1s.	52.2s.	2:07.3	4:43.4	16.4s.	24.4s.		
Louisiana	10.1s.	22.4s.	51.0s.	2:04.0	4:37.4	15.9s.		1:33.0	
Massachusetts	10.3s.	22.7s.	53.2s.	2:03.0		14.2s.		1:34.4	
Michigan	10.5s.	23.0s.	52.0s.	2:02.3	4:33.8	15.0s.	23.0s.	1:33.0	
Minnesota	10.2s.	22.4s.	51.7s.	2:00.1	4:38.2	15.4s.	23.2s.	1:43.0	
Mississippi	10.1s.	23.6s.	53.6s.	2:05.9	4:53.0	15.7s.	23.8s.		
Missouri	10.0s.	22.4s.	51.0s.	2:00.2	4:33.4	15.2s.	22.9s.	1:33.3	
Montana	10.4s.	23.1s.	51.8s.	2:01.3	4:33.5	15.0s.	22.8s.		
Nebraska	10.3s.	23.0s.	51.3s.	2:03.2	4:39.8	15.4s.	24.0s.	1:34.0	
Nevada	10.1s.	22.1s.	55.7s.	2:12.0	5:00.2	15.7s.	23.4s.	1:40.0	
New Jersey	10.0s.	22.2s.	50.4s.	1:59.2	4:32.4	15.6s.			
North Dakota	9.9s.	23.2s.	51.4s.	2:04.6	4:38.7	15.7s.	23.7s.	1:36.6	3:51.5
Ohio	10.0s.	22.2s.	50.5s.	1:59.1	4:30.8	14.8s.		1:30.6	
Oklahoma	10.1s.	22.1s.	52.2s.	2:04.0	4:43.3	15.3s.	23.4s.	1:34.4	
Oregon	10.3s.	23.2s.	52.3s.	2:03.0	4:33.8	15.7s.	23.6s.	1:34.8	
Pennsylvania	10.0s.	22.1s.	50.7s.	2:00.6	4:32.4	15.1s.	22.7s.	1:33.6	
South Dakota	10.4s.	24.0s.	53.9s.	2:08.0	4:45.4	15.8s.	24.2s.	1:36.1	
Tennessee	10.0s.	24.7s.	53.1s.	2:03.6	4:36.0	16.0s.	24.8s.		3:38.0
Utah	10.5s.	23.2s.	52.3s.	2:04.8	4:46.8	15.6s.	23.7s.	1:34.4	3:48.1
Washington	10.2s.	22.0s.	50.3s.	2:00.4	4:33.6	15.4s.	23.0s.	1:31.9	
West Virginia	10.4s.	23.6s.	53.3	2:03.3	4:45.7	15.4s.	23.4s.		3:37.0
Wisconsin	10.4s.	20.8s.	53.0s.	2:02.7	4:31.7	14.8s.	23.4s.	1:34.3	
Wyoming	10.5s.	23.0s.	56.1s.	2:13.2	5:01.7	16.1s.	24.0s.	1:38.7	
AVERAGE:	10.21s.	22.74s.	52.0s.	2:03.9	4:36.2	15.44s.	23.45s.	1:34.3	3:31.8

FIELD RECORDS.

State	Average Distance for Last 3 Years					
	Pole Vault	High Jump	Broad Jump	Shot Put	Discus	Javelin
Alabama	10 ft. 4.6	5 ft. 8.3	21 ft. 2.5	42 ft. 6.6	123 ft. 9.8	
Arizona	11 ft. 6.5	5 ft. 10.6	22 ft. 4.4	51 ft. 0.5	150 ft. 6.0	174 ft. 8.5
Arkansas	11 ft.	5 ft. 10.0	21 ft. 8.0	45 ft. 8.0	136 ft. 4.0	163 ft. 3.0
California	12 ft. 8.0	6 ft. 2.5	23 ft. 1.6	54 ft. 2.9		
Colorado	12 ft. 3.2	5 ft. 11.6	21 ft. 6.0	53 ft. 10.8	154 ft. 8.5	
Connecticut	10 ft. 10.0	5 ft. 9.3	21 ft. 5.9	48 ft. 7.7	133 ft. 5.2	157 ft. 5.0
Florida	11 ft. 9.7	5 ft. 10.8	22 ft. 5.7	53 ft. 8.7	131 ft. 7.7	177 ft. 2.7
Georgia	11 ft. 6.6	5 ft. 9.6	21 ft. 1.5	46 ft. 4.3	112 ft. 6.3	168 ft. 0.3
Idaho	11 ft. 0.4	5 ft. 8.7	20 ft. 9.8	49 ft. 5.3	147 ft. 7.2	170 ft. 3.5
Illinois	12 ft. 2.9	6 ft. 2.2	23 ft. 4.8	52 ft. 5.6	152 ft. 1.3	
Indiana	12 ft. 8.0	5 ft. 11.3	22 ft. 3.9	50 ft. 4.9		
Iowa	11 ft. 10.6	5 ft. 10.5	21 ft. 10.7	50 ft. 0.0	143 ft. 11.1	184 ft. 11.5
Kansas	11 ft. 11.5	6 ft. 0.6	22 ft. 5.3	49 ft. 10.6	152 ft. 4.0	183 ft. 8.8
Kentucky	10 ft. 6.3	5 ft. 9.6	21 ft. 5.8	45 ft. 9.9		
Louisiana	12 ft. 4.6	6 ft. 1.5	22 ft. 3.2	54 ft. 9.5	123 ft. 2.2	181 ft. 10.2
Michigan	12 ft. 4.9	6 ft. 0.2	21 ft. 10.3	48 ft. 10.2		
Minnesota	11 ft. 11.5	5 ft. 11.6	22 ft. 9.3	49 ft. 7.1	140 ft. 0.8	
Mississippi	11 ft. 6.0	5 ft. 6.0	21 ft. 2.0	50 ft. 6.0	117 ft. 3.0	
Missouri	12 ft. 0.8	6 ft. 0.5	21 ft. 11.6	50 ft. 4.5	143 ft. 8.9	
Montana	11 ft. 6.0	5 ft. 9.5	20 ft. 11.0	49 ft. 6.0	149 ft. 7.0	168 ft. 2.0
Nebraska	11 ft. 11.8	5 ft. 9.9	21 ft. 9.3	49 ft. 2.0	142 ft. 10.9	174 ft. 8.5
Nevada	11 ft.	5 ft. 9.5	20 ft. 4.0	47 ft. 0.1	125 ft. 10.0	165 ft. 9.0
New Jersey	12 ft. 4.8	5 ft. 11.0	21 ft. 5.8	51 ft. 3.5	127 ft. 7.3	189 ft. 2.5
North Dakota	11 ft.	5 ft. 7.2	22 ft. 11.5	49 ft. 5.0	137 ft. 10.7	148 ft. 3.7
Ohio	12 ft. 8.6	6 ft. 0.2	22 ft. 7.0	49 ft. 9.0	149 ft. 2.0	
Oklahoma	11 ft. 6.0	6 ft. 0.6	22 ft. 11.8	47 ft. 4.8	140 ft. 3.6	
Oregon	11 ft. 6.0	5 ft. 11.2	21 ft. 0.2	48 ft. 1.5	138 ft. 10.6	175 ft. 2.3
Pennsylvania	12 ft. 3.2	6 ft. 1.5	22 ft. 0.1	49 ft. 7.2	145 ft. 11.0	191 ft. 10.2
South Dakota	11 ft. 6.3	5 ft. 8.5	20 ft. 11.0	46 ft. 9.2	136 ft. 7.3	
Tennessee	11 ft. 9.0	5 ft. 6.7	20 ft. 9.8	48 ft. 6.8	135 ft. 8.0	165 ft. 9.0
Utah	11 ft. 6.6	5 ft. 11.8	21 ft. 4.3	47 ft. 11.2	137 ft. 0.5	172 ft. 4.3
Washington	12 ft. 1.5	5 ft. 10.0	21 ft. 2.7	50 ft. 3.7	138 ft. 0.7	168 ft. 6.1
West Virginia	11 ft. 1.5	5 ft. 5.6	20 ft. 9.5	49 ft. 2.0	161 ft. 5.5	
Wisconsin	13 ft. 0.2	6 ft. 0.1	22 ft. 1.5	47 ft. 11.0	136 ft. 11.5	
Wyoming	11 ft. 3.0	5 ft. 9.9	22 ft. 2.2	46 ft. 1.5	132 ft. 8.2	149 ft. 6.5
AVERAGE:	11 ft. 8.9	5 ft. 10.5	21 ft. 9.5	49 ft. 4.7	138 ft. 8.4	171 ft. 6.5

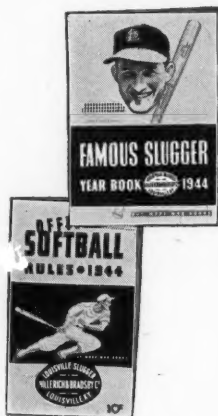
DEVELOPING INDIVIDUAL DEFENSIVE FUNDAMENTALS

(Continued from page 29)

calls for a shift and our linemen execute it. We also do some work on what we are pleased to call a "looping defense." It consists chiefly of controlling the opponent directly in front of you with a hand charge, then, instead of charging directly ahead, charge one space to the right or left. The line charges as a unit, of course. It is supposed to confuse the opponents' blocking assignments. We have done a bit of cooperative charging on signals. That is, the line would charge at a 45-degree angle right or left or straight ahead on signal. The backers-up cover weak spots. We haven't used the last two a great deal, but experimented with them. After the basic

patterns were learned well, the boys could pick these up rather quickly.

We also give our linemen and backs thorough blackboard drills and instruction in what type of plays can be expected from the Notre Dame, single wing, T, double wing, and short punt formations. They scrimmage against these formations from week to week as we work to get ready for different opponents. We try to give them this basic stuff early in the season. If a high school player feels that "he has seen this stuff before," he faces it with less tendency to go haywire. For example, last season, when we worked against a "T" with a man in motion for the first time, we found that as many as three of our secondary players were being pulled out of position by him. In addition, our linemen were leaving gaps inside them for quick-opening plays. Later, after experience against this formation, they played it very well and were not bothered by this maneuver.



With the 1944 baseball season already under way, Hillerich and Bradsby's annual handbook of baseball is of unusual interest to fans and players throughout the nation.

This year's "Famous Slugger Year Book" is full of information on the last world series and all-star records amply illustrated with pictures of the major and minor league champions. An outstanding feature is "Science of Batting," by Ty Cobb, baseball's most famous player.

At the same time, Hillerich and Bradsby have released their 1944 edition of "Official Softball Rules," which also contains pictures of winning teams and records of the 1943 tournaments. The two books may be obtained from sporting goods dealers throughout the country.

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RESTRINGING

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A. P. JETTE

SOME ASPECTS OF FITNESS

(Continued from page 27)

is being expended by our armed forces to produce a highly skilled, perfectly conditioned fighting man. The conditioning programs of the various military forces have been arrived at after a careful study of the kind of condition demanded by the particular job the men are being trained to perform. For infantry men it is one thing; for fighter pilots it is another. There are certain elements that are common to all training programs, however. These common factors have been determined by the known condition of men entering the armed forces, by studying the methods of warfare practiced by our enemies, and by the experiences of fighting men in all parts of the world.

In order to fight effectively in this global war, it is known that our men must be aggressive. They must not shrink from individual physical combat. They must know how to act as a member of a team. They must be conditioned to withstand long periods of gruelling physical work, resist fatigue, and recover quickly. They must possess a high degree of morale in order to carry on under the most trying conditions.

They must possess a will to survive and to persevere under almost impossible circumstances. They must be at home in and on the water and know how to save themselves as well as others. They must possess strength of arms and back as well as strength of legs. They must have the resourcefulness to care for themselves in forest, jungle, swamp, desert, and mountains. They must understand that our enemies in this war are extremely dangerous opponents. In addition, these men of ours must possess sufficient physical ruggedness to employ their scientific skills and knowledges under all extremes of weather, temperature, and terrain.

Obviously, to train our men to meet these experiences is a task which taxes to the utmost the ingenuity of those who are in charge of the job. To take a soft, and oft-times luxury-loving youth, with a background of peace and comfort, and condition him for the savagery of modern warfare in a few short months is a herculean task, to say the least. Much which he has learned in the way of sportsmanship and fair play must be unlearned, and much which he lacks in the way of aggressiveness, stamina, and combative skills must be acquired. One reads of the exploits of such men as Lieutenant Tom Harmon and others who have been cast into the boundless ocean or impenetrable jungle and by a combination of good fortune, determination, and great physical

stamina have saved themselves to fight again. In reading of these exploits one must be impressed with the great importance of physical ruggedness to the fighting man. In spite of these many instances, however, those of us who are still teaching too often see our school administrators and others in authority continue to pursue an unrealistic policy of underestimating the true value of physical accomplishments. Such a policy is dangerous to our country in times of peace, but in a war where every citizen is a potential soldier, it is a distinct disservice to the youth in school who are soon to become fighting men. *It must be apparent to all that no matter how brilliant a student may be in academic attainments, he may find that the ability to swim, climb a rope, resist fatigue, or other similar evidences of physical ruggedness will be the determining factor in whether or not he will live or die.* It was not an accident that Lieutenant Tom Harmon twice survived the savagery of the jungle and sea. He began his preparation for this ordeal, altogether unwittingly, of course, many years ago on the play fields of this country, for in his own words he would not have been here today had not his "football legs" carried him through. If, indeed, the Battle of Waterloo was won on the play fields of Eton and Rugby, so might our victory over the Axis be engendered on the play fields of the United States of America.

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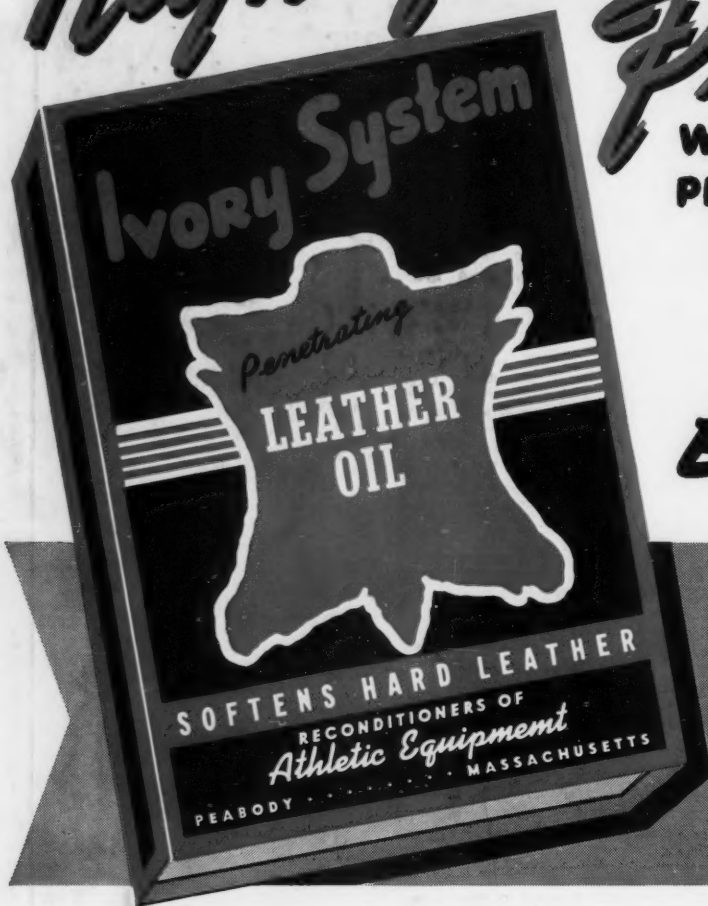
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